### Title of Instructional Materials: Glencoe Common Core: Algebra 2 Virginia Edition

**Grade Level**: Algebra II

Summary of Glencoe Common Core: Algebra 2

Overall Rating:  Moderate (2-3)  Strong (3-4)  Weak (1-2)	Important Mathematical Ideas: Weak (1-2)  Moderate (2-3)  Strong (3-4)
<b>Summary / Justification / Evidence:</b> Well developed and covered most standards effectively, however, there could have been more investigation and less direct presentation.	Summary / Justification / Evidence: Real-world connections of mathematical ideas are adequately embedded in the text
Skills and Procedures:  Moderate (2-3)  Strong (3-4)	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Evidence: Generally good, most skills were well connected	Summary / Justification / Evidence: Adequate connections integrated and made outside of mathematics

1. Make sense of problems and persevere in solving them.		
Mathematically proficient students start by explaining to themselves the mea	ning of a problem and looking for entry	y points to its solution. They analyze
givens, constraints, relationships, and goals. They make conjectures about the	e form and meaning of the solution and	l plan a solution pathway rather than
simply jumping into a solution attempt. They consider analogous problems, a	nd try special cases and simpler forms	of the original problem in order to
gain insight into its solution. They monitor and evaluate their progress and cl	nange course if necessary. Older studer	nts might, depending on the context o
the problem, transform algebraic expressions or change the viewing window	on their graphing calculator to get the	information they need.
Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of		
important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to		
help conceptualize and solve a problem. Mathematically proficient students of	help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they	
continually ask themselves, "Does this make sense?" They can understand the	e approaches of others to solving comp	lex problems and identify
correspondences between different approaches.		
•		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster,	and standard that are missing
	or not well developed in the inst	tructional materials (if any):
	<b>,</b>	
Cummowy / Justification / Evidence		
Summary / Justification / Evidence:	0 11 15 11	$\Box_4$ $\Box_2$ $\Box_2$ $\Delta_4$
	Overall Rating:	

2. Reason abstractly and quantitatively.		
Mathematically proficient students make sense of quantities and their relation	nships in problem situations. They bring two complementary abilities to	
bear on problems involving quantitative relationships: the ability to decontex	ctualize—to abstract a given situation and represent it symbolically and	
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize,		
to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of		
creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to		
compute them; and knowing and flexibly using different properties of operations and objects.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

3. Construct viable arguments and critique the reasoning of other	rs.
Mathematically proficient students understand and use stated assumptions,	definitions, and previously established results in constructing arguments.
They make conjectures and build a logical progression of statements to explo	ore the truth of their conjectures. They are able to analyze situations by
breaking them into cases, and can recognize and use counterexamples. They	justify their conclusions, communicate them to others, and respond to the
arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.	
Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from the	
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such a	
objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until late	
grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decidents	
whether they make sense, and ask useful questions to clarify or improve the	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
	<b>Overall Rating</b> : $\Box 1  \Box 2  \boxtimes 3  \Box 4$

4. Model with mathematics.		
Mathematically proficient students can apply the mathematics they know to	solve problems arising in everyday life, society, and the workplace. In early	
grades, this might be as simple as writing an addition equation to describe a	situation. In middle grades, a student might apply proportional reasoning to	
plan a school event or analyze a problem in the community. By high school, a	student might use geometry to solve a design problem or use a function to	
describe how one quantity of interest depends on another. Mathematically pro-	roficient students who can apply what they know are comfortable making	
assumptions and approximations to simplify a complicated situation, realizing	g that these may need revision later. They are able to identify important	
quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can		
analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and		
reflect on whether the results make sense, possibly improving the model if it	has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving	g amathematical problem. These tools might include pencil and paper,
concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer	r algebra system,a statistical package, or dynamic geometry software.
Proficient students are sufficiently familiar with tools appropriate for their gr	rade or course to make sounddecisions about when each of these tools migl
be helpful, recognizing both theinsight to be gained and their limitations. For example, mathematically proficienthigh school students analyze graphs of	
functions and solutions generated using agraphing calculator. They detect possible errors by strategically using estimation and other mathematical	
knowledge. When making mathematical models, they knowthat technology can enable them to visualize the results of varying assumptions, explore	
consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant	
externalmathematical resources, such as digital content located on a website, and use themto pose or solve problems. They are able to use technological	
tools to explore anddeepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are	
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
	Overall Rating:

6. Attend to precision.		
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own		
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about		
specifying units of measure, and labeling axes to clarify the correspondence	with quantities in a problem. They calculate accurately and efficiently,	
express numerical answers with a degree of precision appropriate for the pre		
explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing		
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
building / Justineution / Evidence:	Overall Rating: $\Box 1 \Box 2 \Box 3 \Box 4$	

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or struct	ure.Young students, for example, might notice that three and seven more is
the sameamount as seven and three more, or they may sort a collection of sh	apes accordingto how many sides the shapes have. Later, students will see 7
$^{\circ}$ — 8 equals thewell-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning	ig about the distributive property. In the expression $x^2 + 9x + 14$ , older
students can see the 14 as 2 $^{\circ}$ — 7 and the 9 as 2 + 7. They recognize the significant	ficance of an existing line in a geometricfigure and can use the strategy of
drawing an auxiliary line for solving problems. They also can step back for an	overview and shift perspective. They can seecomplicated things, such as
some algebraic expressions, as single objects or asbeing composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5minus a positive numbe	
times a square and use that to realize that its value cannotbe more than 5 for	any real numbers x and y.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

8. Look for and express regularity in repeated reasoning.		
Mathematically proficient students notice if calculations are repeated, and lo		
	mightnotice when dividing 25 by 11 that they are repeating the same calculations overand over again, and conclude they have a repeating decimal. By	
paying attention to the calculation of slope as they repeatedly check whether		
might abstract the equation $(y-2)/(x-1)=3$ . Noticing the regularity in the way terms cancel when expanding $(x-1)(x+1)$ , $(x-1)(x^2+x+1)$ , and $(x-1)(x^2+x+1)$		
$1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient		
students maintain oversight of the process, whileattending to the details. The	ney continually evaluate the reasonableness of theirintermediate results.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing	
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
	<b>Overall Rating</b> : $\Box 1 \Box 2 \Box 3 \Box 4$	

Reviewed By:	
Title of Instructional Materials:	Glenrae

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	Clencoe

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:	
Title of Instructional Materials:	Glencoe

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Overall Rating

8-2: #62 Rat going through a mark
a) demain
b) Graph
d table
dex plain reasoning

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
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Title of Instructional Materials:	Cleucor

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:		
Title of Instructional Materials:	Glencoe	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

p 508 Explore 7-8: Spread shut lab, very guided - tells s's what compound interest tool to use

**Overall Rating** 

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Reviewed By:	
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Title of Instructional Materials:

# Documenting Alignment to the Standards for Mathematical Practice

#### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:		
	<i>^</i> 1	
Title of Instructional Materials:	Grencop	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

P281 Extend 4-7 Quad a Rate of Court

Describe process in an 1st

+ 2N1 Differences

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	 	 	
Title of Instructional Materials:			

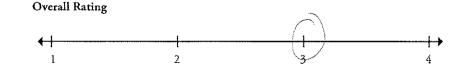
8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	

Title of Instructional Materials:	Glenne	

#### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic o	perations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
	ex number $i$ such that $i^2 = -1$ , and every complex $a + bi$ with $a$ and $b$ real.	Important Mathematical Ideas
W-H'.	Introduced using a GC to see that y=x2+2x+4 lies obout to x-axis	Skills and Procedures  1 2 3 4
	obout to traps Excuple provided attain	Mathematical Relationships  1 2 3 4  Not many (eal wolld scobless)
		Summary / Justification / Evidence
Indicate the chapter(	s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating
		1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
N-CN.2  Use the relation $\vec{r} = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.  Note: $\vec{r}$ as highest power of $i$ .	Important Mathematical Ideas  1  3  4				
4-4	Skills and Procedures  1 2 3 4				
Indicate the chapter(s) coefice(s) and (synamole) and and	Mathematical Relationships  1  Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating  1 2 3 4				

The Charles A. Dana Center

Reviewed By: Title of Instructional Materials:

### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				dard are
N-CN.7  Solve quadratic equations with real coefficients that have complex solutions.  Note: Polynomials with real coefficients.	Important Mathematical Ideas	1	1	3	<del></del>
4-5 19x 6  50 live by taking 58 rostor  completing the 59  4-6 : Queintic Formula	Skills and Procedures  MARY (10 / 10 / 10 / 10 / 10 / 10 / 10 / 10	1	1 2	1 3	4 : 
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instructio			missing or n	ot well
	Overall Rating	1		3	4

Reviewed By:

Title of Instructional Materials:

### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
N-CN.8  (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .  Note: Polynomials with real coefficients.	Important Mathematical Ideas	<del>(  </del>		(1)	3	4
4-4 p 247 Ex solve by Endoring	Skills and Procedures	<del>4  </del> 1		2	$\frac{1}{3}$	<del></del>
4-6	Mathematical Relationships	<del>   </del>		1 2	3	4
	Summary / Justification / E	Evider	ice			
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clu developed in the instruction				e missing or	not well
	Overall Rating	1			3	<del>1</del> <del>4</del>

Reviewed By:	
Title of Instructional Materials:	Gleacoe

### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.  Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.				
N-CN.9  (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.  Note: Polynomials with real coefficients.	Important Mathematical Ideas  1  3  4			
5-7 Fundamental than & Alg	Skills and Procedures  1 2 3 4			
	Mathematical Relationships  1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating  1 1 2 3 4			

The Charles A. Dana Center

18

Reviewed By:	
Title of Instructional Materials:	

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
A-SSE.1a					
1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas	<del>{                                     </del>		3	<del>  →</del> 4
<ul> <li>Interpret parts of an expression, such as terms, factors, and coefficients.</li> </ul>		ı	- L	5	4
Note: Polynomial and rational.	Skills and Procedures	4-1		11	
1-1: base de		1	2	3	4
4-1: parts to a parabola	Mathematical Relationships	1	1 2	3	<del></del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			missing or n	ot well
			<u> </u>		
	Overall Rating	<del>                                     </del>		3	<del></del>

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Reviewed By:	

Title of Instructional Materials:	

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<ul> <li>A-SSE.1b</li> <li>1. Interpret expressions that represent a quantity in terms of its context.*</li> <li>b. Interpret complicated expressions by viewing one or more of their</li> </ul>	Important Mathematical Ideas	1		3	4
parts as a single entity. For example, interpret P(1+r) <sup>n</sup> as the product of P and a factor not depending on P.  Note: Polynomial and rational.	Skills and Procedures	1		<del></del>	<b>→</b> 4
4-1,4-4,4-7;	Mathematical Relationships	1	<del>(</del> )	3	4
S-4! q-3, 9-3, 9-4, 9-5,9-6 10-7 Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	<del>                                      </del>		3	<del></del>

Reviewed By:

Title of Instructional Materials: | Lencop

#### ALGEBRA II - ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

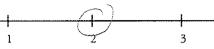
#### A-SSE.2

Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

Note: Polynomial and rational.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Important Mathematical Ideas



Skills and Procedures



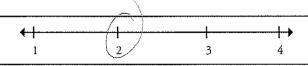
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

#### ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the		omain, clust	er, and stand	ard are
A-SSE.4  Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example calculate mortgage payments.*	Important Mathematical Ideas	1	1	3	4
calculate mortgage payments.*  10-3: P676- Cormula provided  Cor 5'4	Skills and Procedures	1	2	<u></u>	4
	Mathematical Relationships  # 64,65 Denive  Summary / Justification / Ex		2		4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus			nissing or no	t well
	developed in the instruction	nal materials (if	any):		
	Overall Rating	1	2	(1)	4

The Charles A. Dana Center

Reviewed By:			

Title of Instructional Materials:	Glencoe

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
A-APR.1  Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas	1		<u>i</u> 3	4
Note: Beyond quadratic. 4-3: Cactoring	Skills and Procedures	1	2		4
5-1: +,-, x polynomials	Mathematical Relationships	1		3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, clude developed in the instruction	nal materi	als (if any):	e missing or n	ot well
	Overall Rating	1		3	4

Reviewed By:	
Title of Instructional Materials:	Gleurol

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.	Summary and documentation met. Cite examples from the		·	uster, and stan	dard are
A-APR.2  Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .	Important Mathematical Ideas	1		3	4
56: Remainder than state of a artually used shown	Skills and Procedures	<del>{  </del> 1	2	<u></u>	4
(x-a) is a factor of p(x).  5-6. Remainder than state  by artually used shown  using long division, a  synthetic division, a  direct substitution (4(3)=-8)	Mathematical Relationships	1	<del> </del> 2	<del>J</del>	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu- developed in the instruction			re missing or n	ot well
	Overall Rating	·····			
	Overall Ivaling	1	2	3	4

The Charles A. Dana Center

Reviewed By:

Title of Instructional Materials:

Glencoe

#### ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Summary and documentation of how the domain, cluster, and standard are Understand the relationship between zeros and factors of polynomials. met. Cite examples from the materials. A-APR.3 Important Mathematical Ideas Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. 5-7: p 364: 46-49 Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2

Title of Instructional Materials: Stencor		
	Title of Instructional Materials:	

Use polynomial identities to solve problems.	Summary and documentation of how the domain, cluster, and standard at met. Cite examples from the materials.				ard are
A-APR.4			_		
Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Important Mathematical Ideas	1		3	4
ц-3	Skills and Procedures	<del>(                                     </del>		<del></del>	<del></del>
4-5	***************************************	1	2	3-/	4
4-6					
5-1:17-26 p366: Use a 60 to solve	Mathematical Relationships	<del>←  </del> 1	2		4
p 366. Use a GC to solve					
,	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	t well
	Overall Rating	<del>(                                     </del>	2	3	4

Reviewed By:	

Title of Instructional Materials:		

Use polynomial identities to solve problems.  Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			
A-APR.5  (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.	Important Mathematical Ideas  1 2 3 4		
With coefficients determined for example by Pascal's Triangle.	Skills and Procedures  1 2 3 4		
	Mathematical Relationships  1 2 3 4		
The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating  1 2 3 4		

Reviewed By:	
Title of Instructional Materials:	

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-APR.6  Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.	Important Mathematical Ideas  1 2 3 4
Note: Linear and quadratic denominators.	Skills and Procedures  1 2 3 4  Many practice problems:
Jub Corm	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 1 2 4

Reviewed By:	
Title of Instructional Materials:	<u> Cleared</u>

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				ndard are
A-APR.7	Learne Marking matical Ideas	. 1	•	/\	
(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	1	2		4
Note: Linear and quadratic denominators.	Skills and Procedures	<del>                                     </del>		<del>   /</del>	<del></del>
8-1 all operations are covered with the first and the second of the seco	#C*	1	2	3	4
4-2	Mathematical Relationships	<del>(                                     </del>			<del></del>
8-4		1	2	3/	4
6-6	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			re missing or r	not well
	closure not a	nent cored	g ?		
	Overall Rating	+	<u> </u>	1	<del></del>
		1	2	3/	4

The Charles A. Dana Center

Reviewed By:

Title of Instructional Materials:

### ALGEBRA II — ALGEBRA (A) Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-CED.1  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	Important Mathematical Ideas	1	2	<del>- (1)</del>	<del></del>
Note: Equations using all available types of expressions, including simple root functions. $1-3/4/5/6: \text{ Incorr}$	Skills and Procedures	1	2	3	4
4-3,5%8: quadratice 5-5,6,7: polynomial 7-2,4,5,6,8: exponential, loop (7-8,800)	Mathematical Relationships	1		-3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
6-7 radical displacements of the displacements of t	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	1	2	3	4

Reviewed By:	

Title of Instructional Materials:	
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Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-CED.2					
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	1	2	3	<del> →</del>
Note: Equations using all available types of expressions, including simple root functions.					
linear 2-4; 55 creeke	Skills and Procedures	<del>( </del>	, 2		
\inear3-1:5'5 create eg		ı	• 2	)	1
quad 4-2 + eg provided	Mathematical Relationships	<del></del>		·	<del></del>
guad 4-2 = eg provided 6-726-3 = looks like most eg wer provided		1	2	3	4
ardegg-3: 55 create					
12-7; trig #21	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	4		<u> </u>	
		1	2	3	4

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Reviewed By:	
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Title of Instructional Materials:		

## ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		domain, clus	ter, and star	ndard are
A-CED.3  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Important Mathematical Ideas	1	2	3	4
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures	1	2	3	<del>-</del>
7-67.8 3-1,234.78: sys of inequality + equations	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
4-lo rational	Portions of the domain, clu developed in the instruction			missing or r	not well
	Overall Rating	<del>                                      </del>	2	3	

Title of Instructional Materials: \_\_\_\_\_\_ Glenco &

### ALGEBRA II - ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.

### A-CED.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.\*

Note: Equations using all available types of expressions, including simple root functions.

93 4 p612 5.70 deirele

8-2; # 59 cational

Indicate the chapter(s), section(s), and/or page(s) reviewed.

6-7 # 63 L= .463m

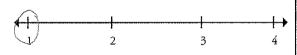
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Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



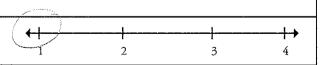
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	Glenrae

# ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			ndard are	
A-REI.2	In a start Mathematical Idaga		•		f ,
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas	1	2	3	4
Note: Simple radical and rational.					
6-7: Ex19429 radical	Skills and Procedures	<del></del>			-
		1	2	3	- 4
8-6: p576:1-8,16-21,33d	Mathematical Relationships	4		Ţ.	
	·	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			re missing or	not well
	Overall Rating	<b>4</b>	1 2	<del></del>	

Summary and documentation of how the domain, cluster, and standard are

Title of Instructional Materials: Glenco &

### ALGEBRA II - ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically. met. Cite examples from the materials. A-REI.11 Important Mathematical Ideas Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = q(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute Skills and Procedures value, exponential, and logarithmic functions.\* Note: Combine polynomial, rational, radical, absolute value, and exponential functions. 3-1 595 16 890 Mathematical Relationships 84-2 p 237 guad 45-5 p 341 polynomial E 6-7: p436 radical Summary / Justification / Evidence & 7-2: p459 Exponented Indicate the chapter(s), section(s), and/or page(s) reviewed. €7-6: Log> p499

48-6 p579 Rational 9-7: solving system of eq

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Overall Rating

Reviewed By:	
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Title of Instructional Materials:

# ALGEBRA II — FUNCTIONS (F)

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
F-IF.4	Important Mathematical Ideas	<del>( </del>			<b>─</b>
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums;		1	2	3	4
symmetries; end behavior; and periodicity.*	Skills and Procedures	<del></del>			<del>- 19</del>
Note: Include rational, square root and cube root; emphasize selection of appropriate models.		1	2	3	-4
52-2: linear p75 12-int	Mathematical Relationships	<del>                                      </del>		· · · · · · · · · · · · · · · · · · ·	-
5-3 p 327; polynomial end behavior G-4 p 554; rational HA, VA		1	2	3	4
10-1 Segre-co	Summary / Justification / Ev	vidence			
12-017: perrolic trig p84					
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
4-li quad max/min, sometrol 5-4: p331: polynomial relative max/onia 6-3 38 root	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
7-1 Exp					400
	Overall Rating	<del>( </del>			<del>/+•)</del>
		1	2	3	4

The Charles A. Dana Center

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Reviewed By:	
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Title of	Instructional	Materials.	
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Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

### F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.\*

Note: Emphasize selection of appropriate models.

2-1 p 63 relations linear

2-6: poloyabs value

4-1: pasy 27-31 guad #41

6-23: Inverses swar D+K (sqroot pto)

7-1,3 Exp, Log

Indicate the chapter(s), section(s), and/or page(s) reviewed.

8-34 rational

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



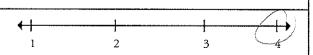
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	Glencoe

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentati met. Cite examples from the	ntation of how the domain, cluster, and standard are m the materials.				
F-IF.6  Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*  Note: Emphasize selection of appropriate models.	Important Mathematical Ideas	1	2	3	4	
2-3 slope/rate of change	Skills and Procedures	1	2	3		
	Mathematical Relationships  Summary / Justification / E	↓     1	2	3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			e missing or r	not well	
	Overall Rating	<b>←</b>	2	3		

The Charles A. Dana Center

38

Title of Instructional Materials:

Elencol

2

### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.7b Important Mathematical Ideas 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\* b. Graph square root, cube root, and piecewise-defined functions, Skills and Procedures including step functions and absolute value functions. Note: Focus on using key features to guide selection of appropriate type of model function. 26: p 105 step Functions & piecewise 6-3: 58 root, make a table of values
86-4. Troot use a GC. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	MARLAMATINA	
Title of Instructional Materials:	. Glenring	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
F-IF.7c  7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	Important Mathematical Ideas  1 2 3 4		
c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	Skills and Procedures		
Note: Focus on using key features to guide selection of appropriate type of model function.  5-3   Describe the great and behavior the street	1 2 3 4		
95-4	Mathematical Relationships		
5-6. Find all factors  5-7. Find all the zeros syletch the graph  p 364 46-55  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating  1 2 3		

Reviewed By:	
Title of Instructional Materials:	Glencoe

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				ndard are
<ul> <li>F-IF.7e</li> <li>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</li> </ul>	Important Mathematical Ideas	<del>(                                     </del>	2	(1)	4
Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.  Note: Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	1	<del></del>	3	<del></del>
7-1 exp transformations 7-3 log transformations 12-1 all 6 trig functions Amp, per 12-1 all 6 trig functions Amp, per 12-8 phase shift, midline p846	Mathematical Relationships  Summary / Justification / E	<b>←  </b> 1 Evidence	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	•		e missing or r	not well

Title of Instructional Materials: General

### ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
<ul><li>F-IF.8a</li><li>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li></ul>	Important Mathematical Ideas  1 2 3 4	<b>→</b> 4	
<ul> <li>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> </ul>	Skills and Procedures	₽	
Note: Focus on using key features to guide selection of appropriate type of model function.	1 2 3 4	$\frac{4}{4}$	
4-3 Solve by factoring 4-5: complete the 58 45 olve	Mathematical Relationships  1 2 3	$\rightarrow$	
4-7: Complete the sg to put in whitey form then graph	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating  1 2 3	p que es su de la constante de	

Title of Instructional Materials: Gencoe

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### ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.8b Important Mathematical Ideas 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change Skills and Procedures in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{1/10}$ and classify them as representing exponential growth or decay. Note: Focus on using key features to guide selection of appropriate type of model function. 7-1 p 453 Growth + decay Mathematical Relationships 7-8 pso9 Expdecay Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Title of Instructional Materials: (TIME)

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### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

### F-IF.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Note: Focus on using key features to guide selection of appropriate type of model function.

2-2 lenear

2-7 compare panel graphs, good, absorption

4-1: good male table of values is graph samples

5-3 compare 2 Early and

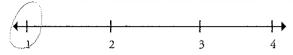
6-1,3 p390 #50, compare?

7-1 exp Earlors - compare?

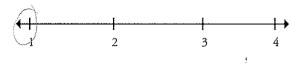
Indicate the chapter(s), section(s), and/or page(s) reviewed.

8-4 pss9#44 9-60 p637 Admits 1 Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



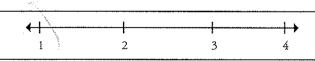
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

Glencae

### ALGEBRA II — FUNCTIONS (F)

**Building Functions (F-BF)** 

Build a function that models a relationship between two quantities.

### F-BF.1b

- 1. Write a function that describes a relationship between two quantities.\*
  - b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Note: Include all types of functions studied.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



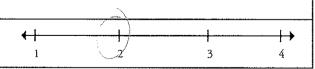
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



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Title of Instructional Materials:	Gencol

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				ndard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas	1	2		4
the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.  Note: Include simple radical rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	3	<del>-</del>
24-7: Graphing Parabola Comities, rock for similarities 6-3 Squot 86-4 p 413: 14h roots functions 7-1 p452: expendent Gentions	Mathematical Relationships	1	2	3	4
フーク p 4 70 こ 10つ Garateon S Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
8-3 psys: rational Functions 512-8 trig cuntions	Portions of the domain, clu developed in the instructio			re missing or r	not well
	Overall Rating	1	2	3	<del>(1)</del>

Reviewed By:	
Title of Instructional Materials:	

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-BF.4a 4. Find inverse functions.	Important Mathematical Ideas	-			<b></b>
a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$ .		1	2	<b>3</b>	4
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	3	4
6-2 inversed radical, exp.	Mathematical Relationships	<del>{  </del>	2	13	; 
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ster, and sta	andard that ar	e missing or no	t well
	Overall Rating	1	2		<del> →</del> 4

Reviewed By:		
Title of Instructional Materials:	Glerrap	

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.4  For exponential models, express as a logarithm the solution to $ab^{at} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	2	3	4
Note: Logarithms as solutions for exponentials.  7-2: exposed and problem	Skills and Procedures	1	2	3	1
7-8: Rw problems	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instructio			missing or I	not well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-TF.1  Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Important Mathematical Ideas  Ŝignalia de 40 - 5to	1 starts p	Do investi		4
12-2	Skills and Procedures	<del>                                     </del>	l 2	3	<b>T</b>
12-0	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	1	2		<del></del>

Reviewed By:	

Title of Instructional Materials:

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# ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				indard are
F-TF.2		_	_		_
Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Important Mathematical Ideas	1	2	3	4
12-6	Skills and Procedures	<del>                                     </del>	<del></del>	3	7
	Mathematical Relationships	1	2	3	- <del> </del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu-	etor and et	andard that ar	o missing or	not well
	developed in the instruction			e missing of	not wen
	Overall Rating	<del>(                                     </del>	1 2	3	

Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — FUNCTIONS (F) Trigonometric Functions (F-TF)

ingonometric runctions (F-1F)					
Model periodic phenomena with trigonometric functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				ndard are
F-TF.5  Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Important Mathematical Ideas	1	2	3	<del></del>
12-7: Sinc, 105, then, csc, scc, cot - s's graph all contins 12-8: phase shift t vertical shift.  ap, midline period	Skills and Procedures	1	2	3	+
ap, midline period	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			missing or r	iot well
	Overall Rating	<b>←  </b> 1	2	<del>-  </del> 3	

Reviewed By:	
Title of Instructional Materials:	Glened

Trigonometric Functions (F-TF)

Prove and apply trigonome	tric identities.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				dard are
	ity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematical Ideas	1	2	3	4
13-2: verify tris	icew?	Skills and Procedures	1	2	3	4
13-4: Jouble and 13-5: Solving to	cos(8), or tan(8) and the quadrant of the angle.  I can (all provided Gor 35)  I can the control of the angle.  I can the control of the angle.	Mathematical Relationships	1	2	3	4
		Summary / Justification / E	vidence			
Indicate the chapter(s), see	ction(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			re missing or n	ot well
		Overall Rating	1	2		4

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Title of Instructional Materials:	3/2/20

### ALGEBRA II — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.				ndard are
S-ID.4  Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators,	Important Mathematical Ideas	7	2	<del>- (1)</del>	<del> →</del>
spreadsheets, and tables to estimate areas under the normal curve.	Skills and Procedures	<del>(                                     </del>	2	3	
# 4 p 763: use a 60 to be find area when the current entry 8 11-5: USE a spreadsheat to construct a graph	Mathematical Relationships	1	2	3	1
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			e missing or i	not well
	Overall Rating	<del></del>	2		

Reviewed By:

Title of Instructional Materials: Glocol

### ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.					
S-IC.1  Understand statistics as a process for making inferences about population parameters based on a random sample from that population.  II-2: distribution, Use a GC to create a histogram	Important Mathematical Ideas  1 2 3 4  No investigation, Rus problem  Skills and Procedures  1 2 3 4  All Rus problem  Mathematical Relationships  1 2 3 4					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence					
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating  1 1 2 3					

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Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
S-IC.2		(0)			
Decide if a specified model is consistent with results from a given data- generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	Important Mathematical Ideas		2	3	4
11-1 pot sure it this is really overed	Skills and Procedures	<b>F</b>	2	3	4
really when	Material Deletionalis	Aug. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.			,
E11-1	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or n	ot well
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Title of Instructional Materials:	Glearne

### ${\tt ALGEBRA\,II-STATISTICS\,AND\,PROBABILITY\,(S)}$

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.	ard are
S-IC.3  Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important Mathematical Ideas  1 2 3	4
11-1: understad for destructions between surveys, exp 2 abservations	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any):	well
	Overall Rating  1 2 3	4

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Title of Instructional Materials:	- (デアタイ)ゴ	

### ALGEBRA II - STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and st	andard are
S-IC.4					
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical Ideas	1	2	3	4
Ell-1: teen fexting. How accusately does to regulated all more?	Skills and Procedures	1	2	3	
11-6 magin of occas	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			e missing o	r not well
	Overall Rating	<del></del>	2	<del> </del>	

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the		domain, clust	er, and stand	lard are
S-IC.5  Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas	\$	2	3	4
Compare 2  treatments?  Not Guerra Collans	Skills and Procedures  Mathematical Relationships	<u> </u>	2	3	1 <b>1</b> 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence	2	3	4
indicate the chapter(3), section(3), and/or page(3) reviewed.	Portions of the domain, clus developed in the instruction			nissing or no	ot well
	Overall Rating		2	3	<del></del>

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Title of Instructional Materials:	Gleni 8c

Making Inferences and Justifying Conclusions (S-IC)

	and justify conclusions from sample surveys, observational studies.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			ster, and standard are
S-IC.6 Evaluate reports b	ased on data.	Important Mathematical Ideas	1	2	1 1
Common of the co	Evaluate teens using their reliphous in	Skills and Procedures	1	2	1 3 ;
	C 435	Mathematical Relationships	1	2	3 4
		Summary / Justification / Ev	vidence		
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		Overall Rating	1	2	3 4

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Title of Instructional Materials:	

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentat met. Cite examples from the			ister, and sta	ndard are
S-MD.6	Important Mathematical Ideas	<b>4</b> 1		Į.	
(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).		1	2	3	4
Note: Include more complex situations.					
11-4: p758 #27,08,09-35	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del></del>	2	<del>-   -</del> 3	· - D
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	ividence			
	Portions of the domain, cludeveloped in the instruction			e missing or	not well
	Overall Rating	1	2	3	4)

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Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
S-MD.7  (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).  Note: Include more complex situations.	Important Mathematical Ideas	1	2	3	1	
(1-3 p 798 + 15 , +13, +11	Skills and Procedures	1	2	3	4	
11-4: Exap753 compare open of	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Ev	/idence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus developed in the instruction			missing or no	t well	
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	į	7	3	4		
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	ns of the domain, cl	milical Releasonships  J  may / Justification / Evidence  me of the domain, charter, and si pped in the Instructional materia	material Relationships  j  g  arry I Justification I Existence  as of the domain, chuster, and standard that are pod in the instructional materials (if any):  Rating	mainteel Relationships  3 2 3  many I Justification I Environment  as of the domain, chuster, and standard that are missing or as paid in the instructional materials (if any):		

ALGEBRA # STATISTICS AND PROBABILITY (S)	
Using Probability to Make Decisions (S-MO)	

Use probability to evaluate outcomes of decisions

S-MO.7

(\*) Analyze decisions and strategies using probability cenospts (e.g., product testing, medical besing, pulling a hookey goalle at the end of a garras).

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Sides and Procedures

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Indicate the shapeter(s), section(s), pedior page(s) revisered.

Portions of the domain, cluster, and standard that are relating or not well developed in the instructional materials (if any):

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### ALGEBRA II — STATISTICS AND PROBABILITY (8)

Using Probability to Make Decisions (S-MD)

ties probability to evaluate outcomes of decisions.	Summery and documentation of how the domain, cluster, and standar met. Cite examples from the materials.					
8-MD.6  (*) Use probabilities to moice fair decisions (e.g., drawing by jots, using a rendom number generator).	Important Mathematical ideas		+	+	+	
Nation Statement of the Complete spheridates.		•	•	,	•	
	Skills and Procedures	++			+	
		ì	2	j	•	
	Mathematical Relationships	44				
		`i	2	3	4	
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ALGEBRA II STATISTICS AND PROGABILITY (S)						ALGEBRA II — STATISTICS AND PROBABILITY (S)				
Making inferences and Justifying Conchratons (S-IC)						Making Interesces and Justifying Conclusions (8-IC)				
Understand and evaluate condom processes underlying statical	Burnmary and documental met. Gite exemples from the	ton of how the d	iomain, chrote	c, and standar	rd are	Make informaces and justify conclusions from sample surveys,	lummary and documental nat. Cite examples from th	on of how the	dornain, cluster, a	nd standard are
experiments. S-IC.3		· · · · · · · · · · · · · · · · · · ·		<del></del>						
Decide of a specified model in consistent with results from a given date- ceparating process, a.g., using almalation. For example, a model says a	Important Mathematical Ideas	+ +	2	,	++	Recognize the purposes of and differences among seatple durveys, experiments, and observational studies; explain how randomization relates	mportant Mathematical Ideas	++	2	3 1
spinning con field heads up with probability $0.5$ . Would a result of $5$ tails in a row cause you to question the model?,	Skills and Procedures	- 1		•		to each.	iksis and Procedures	41		
		1	2	3	7			1	2	3 4
	Methematical Relationships	+	<del>-  </del>		→		lathernation! Relationships	+1	-	+
		t	2	3	1			ı	2	3 4
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Making Interseces and Justifying Conclusions (S-IC)	humany and documented					Making Information and Juntifying Constitutions (8-IC)	ummary and documentation	ad have the	tomata chietes an	d standard am
Make informace and justify constantes from sample surveys, experiments, and observational studies.	met. Cite examples from the	hon of how the d to materials.	CONTRACT OF LABOR.	r, and stander		Make inferences and justify conclusions from sample surveys, 8 experiments, and observational studies.	est. Cite examples from the	materials.		
\$4G.4						eace				
Lies dista from a earspile survey to autientic a population mean or proportion; develop a margin of error through the use of elevatation resolute for random aurophing.	important Mathematical Ideas	1	2	3	+	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	rportant Methemetical Ideas	1	2	<del>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 </del>
, ,	Side and Procedures	+		-	<b>→</b>	5	kills and Procedures	+	1 2	<del>                                     </del>
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	Mathematical Relationships	1	2	,	*		Managed Wallerships	1	2	3 4
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	Portions of the dozenia, ch developed in the instruction	untur, med atmedi med medocials (if	pri that are mi any):	issing or set v			ortions of the domain, clur evaluped in the instruction	ter, and stand at materials (ii	eni (hat em missir   any):	ng ar not well
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LGEBRA II FUNCTIONS (F) Igonometric Fenctions (F-TF)						ALGEBRA II FUNCTIONS (F) Trigenometric Functions (F-TF)				
lodel periodic phenemens with trigonometric functions.	Summary and documented met. Cite examples from the		lomain, clusto	c, and stands	ard are	Prove and apply trigonometric identities.	Sustancy and documentation met. Cite examples from the		omain, chister,	and standard as
-TF.S choose trigonometric functions to model periodic phenomena with specified mplaude, frequency, and midine."	important Mathematical Ideas	41	1	3	+	F-TF.8  Prove the Pythagonean identity sin2(8) + cos2(8) = 1 and use it to find sin(8), cos(8), or ten(8) given sin(8), cos(8), or ten(8) and the questrant of the angle.	important Mathematical Ideas	+	3	, ,
	Skills and Procedures	<del>+</del>	2		<b>→</b>		Skills and Procedures	<del>•  </del>	1	3 4
	Mathematical Relationships	+	2	3	<del>-  </del>		Mathematical Relationships	<del>                                     </del>	2	<del>-  </del>
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uclicate the chapter(s), section(s), and/or page(s) reviewed.						Sudicate the chapter(s), section(s), and/or page(s) serioused.				
	Fortions of the domain, chi developed in the instruction	ainc, and stands nel muterinis (if	ord that are on any):	lesing or not	well		Portions of the domain, clust developed in the instructions	or, and standa i materials (if :	rd that are miss any):	iling or not well
	Overall Rating	+	<del> </del> 2	<del> </del> 3	<b>*</b>		Overall Rating 4-		2	1 1+ 3 4
	icviewed By: itle of Instructional Material				51	T ALGEBRA II — STATISTICS AND PROBABILITY (S)	eviewed By: itle of Instructional Materials:			
erpreting Categorical and Quantitative Deta (S-ID)	Summery and documental	on of how the de	omain, chupter	r, and shoots	ed are	Making inferences and Justifying Conclusions (8-IC) Understand and evaluate random processes underlying statistical	Summery and documentation		omain, chuster,	and standard ar
execurement variable.  40.4  the the mean and standard deviation of a data set to fit it to a named setricular and to estimate population percentages. Recognize that there to data sets for which such a procedure is not appropriate. Use oxicalences	met. Cite examples from the importent Methematical Ideas	+ + 1	1 2	<del> </del>	+	experiments.  8-IG.1  Understand statistics as a process for making intersnose about population parameters based on a random sample from that population.	met. Gite examples from the Important Methematical ideas	restoriels.	2	- <del> </del>
preadsheets, and tables to estimate areas under the normal ourve.	State and Procedures	1	1 2	3	<del> +</del> 4		Siglis and Procedures	<del>   </del>	2	3 4
	Mathematical Relationships	1	1 2	3	-++		Mathematical Relationships	<del>+  </del>	1 2	3 4
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Bummary / Justification / B	ridence				indicate the chapter(s), section(s), molior page(s) reviewed.	Surumary / Justification / Evi	fenc <del>e</del>		
	Portions of the dosumin, char developed in the instruction			ising or not	wei		Portions of the domain, clust developed in the instructions			Ling or not well
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BEBRA II — FUNCTIONS (F)					
titing Functions (F-BF) util new functions from existing functions.	Summary and documentationst. Gits examples from the	on of how the	domain, chu	ter, and sten	dard are
BF.As					
Find loverse functions.	Important Mathematical Ideas				<del>++</del>
s. Solve an equation of the form $f(t) = c$ for a simple function $f$ that has		1	2	3	•
an inverse and write an expression for the inverse. For example, $f(x) = 2x^2$ or $f(x) = (x+1)f(x-1)$ for $x \ne 1$ .					
1/4/ - A - in right - perceptury as a P - in right - perceptury as a P - in right - perceptury according to the right - perceptury according to the Archert (§164.	Skills and Procedures	++	+	<del></del>	<del>+</del>
ch transferitation across function lypes.	i	ı	2	3	•
	1				
	Mathematical Relationships	++		<del></del>	<b>→</b>
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dicate the chapter(s), section(s), and/or page(s) reviewed.					
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GEBRA II — FUNCTIONS (F) Igonometric Functions (F-TF)					
stand the domain of trigonometric functions using the unit circle.	Summery and documentations. Cite examples from the		domain, che	ter, and stanc	iari are
-TF.1	Important Mathematical Ideas				+
Inderstand radian measure of an angle as the length of the arc on the unit.		+	<del></del>	<del></del>	4
rcle subtended by the angle.	•	-	-	-	-
	Skills and Procedures			,	
		4	<del></del>		+
ı	1	•	-	•	•
	Mathematical Relationships				
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GERRA II — FUNCTIONS (F)					
nor, Guedratic, and Expanential Hodels (F-LE) matrict and compare linear, quadratic, and exponential models and	Summary and documentati	on of how t	ha domala, chi	ater and stee	dard are
tve problems.	met. Cite examples from the	e ereserials.			
LEA	Seported Mathematical Ideas	41			
r expenential module, express as a logarithm the solution to $ab^{\alpha} = d$ where $a$ , and $d$ are numbers and the base $b$ in 2, 10, or $a$ ; evaluate the logarithm $a$ sectionly.	9	1	2	3	4
je: Engariffran në eskullorë fiir ësperëritelë.	Skills and Procedures	+			+
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mometris Punctions (F-TF)	Surmary and documentation	- 0	a damaia chi	and stand	and are
and the demain of trigonometric functions using the unit circle.	met. Gite examples from the				
F.2	Important Mathematical Ideas	4.4			+
igh how the unit circle in the coordinate plane enables the extension of promitric functions to all real numbers, interpreted as radian measures ingles traversed counterclockwise around the unit strate.		1	2	3	4
	Skills and Procedures	4			+
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Overall Rating

49

herpreting Functions (F-IF)  Analyza functions using different representations.	Summery and document				
nalyza functions using different representations.					
	met. Cite examples from			salet, and she	
<b>平為</b>	important Mathematical Ide				
Witte a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		* +	2	3	<del> +</del>
b. Use the properties of expensers to interpret expressions for	-				
axponential functions. For example, identify percent rate of changes functions such as $y = (1.02)$ , $y = (0.97)$ , $y = (1.01)^{12}$ , $y = (1.02)^{13}$ .	Skills and Procedures	41			
and classify them as representing exponential provids or decay	<b>`</b>	1	2	,	4
inte. Focus on saving any features in guide solication of appropriate type of mindel function.					
	Methematical Relationships	<del>+1</del>			+
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edicate the chapter(s), section(s), and/or page(s) reviewed.					
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e Charles A. Dinon Center					48
e Chartles A., Dinon Centex					43
e Charter A., Dinon Center	Reviewed By:				43
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GEBRA II FUNCTIONS (F)	•				43
GEBRA II FUNCTIONS (F) Idding Functions (F-BF)	Title of instructional Materi		the domain, clu	oter, and stan	
GEBRA II FUNCTIONS (F) Miding Functions (F-BF) unid a function that models a relationship between two quantities.	•	alion of how		stor, and star	
GEBRA II FUNCTIONS (F) Ilding Functions (F-GF) uid a function that models a relationship between two quantities.  8F.1b	Title of instructional Materi	ntion of how the meterials		oter, and star	deri en
GEBRA II FUNCTIONS (F) Ilding Functions (F-GF) uild a function that models a relationship between two quantities. GF-15 Write a function that describes a relationship between two quantities."	Title of Instructional Material Summery and document and. Cite examples from	ntion of how the meterials		otor, and stee	
GEBRA II FUNCTIONS (F) Iliding Functions (F-GF) uild a function that models a relationship between two quantities.  6F-1b White a function that describes a relationship between two quantities.*  b. Combine standard functions types using printmetic projections. For exemple, build a function that models the temperature of a cooling.	Tisle of instructional Materi  Summery and document and. Cite exemples from  Important Mathematical Idea	ntion of how the meterials	-	<u> </u>	stant an
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GEBRA II FUNCTIONS (f <sup>2</sup> ) Inding Functions (F-BF) unid a function that models a relationship between two quantities.  8F-1b  Write a function that describes a relationship between two quantities.*  b. Combine standard function types using entimetic operations. For exemple, build a function that models function to a discipring exponential, and	Tisle of Instructional Materi  Summery and document and. Cite exemples from  Important Mathematical Idea	ation of how the methodols	-	<u> </u>	ulard are
GEBRA II FUNCTIONS (F)  Inking Fenctions (F-BF)  unid a function that models a relationship between two quantities.  8F-15  White a function that describes a relationship between two quantities.*  b. Contine standard function types using arithmetic operations. For exemple, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the models.	Tisle of Instructional Materi  Summery and document and. Cite examples from (important Mathematical Idea  Skills and Procedures	ation of how the meterials	2	3	stard are
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Overall Rating

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Title of Instructional Materials:

Reviewed By:	 
Title of Instructional Materials:	

# ALGEBRA # --- FUNCTIONS (F)

Analyze functions using different representations.	Summery and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.				
143	important Mathematics	[d			
Compare preparties of twe functions each represented in a different way (algebraicatly, graphicatly, numerically in tables, or by werbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for enother, say which has the larger insurinum.		1	2	3	4
istis. Facus on using any isolams in guide anientes; of appropriate type of medial hundler.	Skills and Procedures	<del>+1</del>	<del></del>	<del></del>	<del></del>
	Mathematical Relations	Nama . I			
		1	3	1	4
	Summary I Justificat	on / Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the doma developed in the inst			missing or a	ot wall
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#### ALGEBRA II --- FUNCTIONS (F)

Summery and documentation of how the domain, cluster, and standard at			dard are	
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Bullio and Dunnadama	1		,	•
dicas and Procedures	1	: 2	3	
Mathematical Relationships	<del></del>	+		
Summary / Justification /	Evidence	-	ŕ	
			s missing or s	ot well
Overall Reling	++		<del> </del>	
	met. Cité examples from important Methematical ide Sidie and Procedures Methematical Relationships Summary / Jasebilication / Portions of the domain, developed in the instruct	met. Cité examples from the material important Methematical Ideas    1	creat. Citie examples from the materials. Important Methermitical ideas  2  Skills and Procedures  1 2  Methermitical Relationships 1 2  Summary J Jasstification / Evidence  Portions of the domein, cluster, and standard that an developed in the instructional materials (if any):	cred. Cité examples from the materials.  Important Methermitical ideas  2 2 5  Skills and Procedures  1 2 3  Methermitical Relationships 1 2 3  Summary J Jasstification / Evidence  Portions of the domain, cluster, and standard that are missing or a developed in the instructional materials (if any):

Title of Instructional Materials	k:			
		d d de de d		
important Mathematical Ideas				1
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Reviewed By: Title of Instructional Materials  Businessy and decreasestatic cost. Cite exemples from the important Methematical Mean	con of how	the domain, cl	sueter, and sta	adard an
	Summery and documental cost. Cite extrapins from the important Mathematical Ideas  Ridis and Procedures  Methematical Relationships  Summery / Justification / E- Portions of the domain, chadeveloped in the instruction	met. Cite examples from the materials important Mathematical Ideas	Businessy and documentation of how the domein, of met. Gits susceptive from the materials.  Important Mathematical Ideas	Businessy and documentation of how the demake, charter, and standards.  Important Mathematical Ideas  1 2 3  Bidle and Procedures  1 2 3  Mathematical Felsionships 1 2 5  Sussumery / Justification / Evidence  Portions of the document, charter, and standard that are missing or developed in the instructional meeterinis (if any):

Summery / Justification / Evidence

Overall Rating

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reviewed By:	 
Title of Instructional Materials:	 

### ALGEBRA II — FUNCTIONS (F)

Internation Functions (F-IF)

Analyza functions using different representations.	Summary and docum met. Cits examples fr			luster, and ste	ederd are	
F#FZC	Important Mathematical	Mana . I		•		
<ol> <li>Graph knotions expressed symbolicity and show key features of the graph, by hand in aimple cases and using technology for more complicated cases."</li> </ol>		1	2	3	4	
Greph polynomial functions, identifying zeros when suitable factorizations are available, and showing and behavior.	Skills and Procedures	<del>+1</del>	-		+	
Note: From an using key features to guide selection of appropriate type of made! Scriffen		1	2	3	•	
	Mathematical Relationsh					
	MARKET MECHA REPROPER	*** <del>   </del>	2	3	<del></del>	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Junification / Evidence					
	Portions of the domai developed in the insti			re missing or	iot well	
	Overall Rating	<b>+</b> +			<del>   </del>	
	1	1	2	ā	4	

The Charles A. Davis Center		

Reviewed By:	

Title of Instructional Materials:

#### ALGEBRA II -- FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyse functions using different representations.	Summery and docume met. Cite examples fro			tuster, and sta	adard an
F-SF-Se 5. Vittle of function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	important Mathematical k	lees 4	<u>}</u>	3	+
a. Like the process of featuring and completing the square in a quadratic function to show zeros, extracts values, and symmetry of the graph, and interpret these in terms of a context.	Stulls and Procedures	+-			<del></del>
Hala: Focus on using key features to gradu extention of appropriate type of model finishes.		1	2	,	•
	Mathematical Relationship	PS <u>44</u>			
		i	2	3	4
	Summery / Juntification	n / Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain developed in the instru			n missing or	not well
	Overall Rating	4			

indicate the chapter(s), section(s), endler page(s) reviewed.

	Trile of instructional Material	<b>K</b>					Title of Instructional Materi	-1			
LGEBRA II — ALGEA (A)  menoning with Equations and Inequalities (A-REI)						ALGEBRA # FUNCTIONS (F)	Title of Instructional Reserv	BE:			-
Represent and solve equitions and inequalities graphically.	Summery and documentation	on of how the d	iomein, clusto	r, and standa	rd are	interpreting Functions (F-IF) leterpret functions that arise in applications in terms of the context.	Burnmary and documents	tion of how th	e domeia chust	nr and standard	_
A-REI.11	met. Cits examples from the			<del></del>		F-F-A	met. Cite examples from t	he meterials.			_
Explain why the $x$ -coordinates of the points where the graphs of the equations $y = y(x)$ and $y = y(x)$ intersect are the solutions of the equation $(y,y) = y(x)$ ; that the solutions approximately, e.g., using inchronicgy to graph the sunctions, make tables of values, or find successive approximations.	Important Mathematical Ideas	1	2	3	*	For a function that models a relationship between two quantities, interpret hay features of graphs and tables in terms of the quantities, and sketch graphs showing key leatures given a verbal description of the relationship		• • • • • • • • • • • • • • • • • • • •	2	3	4
include cases where f(x) and/or g(x) are linear, polynomial, rational, abeclute value, exponential, and logarithmic functions.* tota. Continue polynomial, resourt, ratios, abeclute value, and exponential functions.	Stolls and Procedures	<del>                                      </del>	2	3	-;•	May beature include: intercepts, intervals where the function is increasing decreasing positive, or negative, relative materials and minimums, systematives, and behavior, and periodicity.*  Note: mobile returns, or puses need and color lead, originates unlesses or appropriate tradail.	Skills and Procedures	<b>4</b> i	1 2	<del>-                                    </del>	+
	Mathematical Relationships	++	2		<b>-+</b>		Mathematical Retationships	<del>+ </del>	1		+
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	developed in the instruction	oi materiale (if :	ecy);				developed in the instruction	mai materiale (	if any);	itsing or not we	F
	Overall Rating	1	<del> </del>	<del> </del>	++		Overall Reling	+	1	1	•
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TI GEBRA II FUNCTIONS (F) repreting Functions (F-IF)	ide of Instructional Materials:			,,_	—	ALGEBRA II — FUNCTIONS (F) Interpreting Punctions (F-IF)	Title of Instructional Materia	ls:	·		~
forpest functions that arise is applications in terms of the qualant.	Summery and documentation met. Cite examples from the	of how the do	main, chistor,	and standard	1 449	interpret functions that arise in applications in terms of the content.	Summary and documental met. Cite examples from it	ion of how the	domain, shuter	t, and standard :	-
4F.5  Hids the domain of a function to its graph and, where applicable, to the suntrative relationship it describes. For exemple, if the function h(n) grees a number of person-hours it belies to exemple, if the function is factory, then	importent klathernebrai ideas	<del>(                _     _     _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _   _ </del>	2	<del> </del> 3	++	F-IF.6  Celculate and interpret the average rate of change of a function (presented symbolicate) or se a table) over a specified interval. Estimate the rate of change from a graph.	Important Mathematics Ideas		2		- +
e positive infispers would be en appropriate domain for the function."  In Empireum selection of appropriate madels.	Skills and Procedures	+	1 2	,	+	Helm: Emphasible ballocitocs of approximate mandels.	Sidle and Procedures	<del>+   </del>	2	+	<u> </u>
	Methermitical Relationships .	+	1 2	<del></del>	<b>→</b>		Malhemetical Reisbonships	+	<del></del>	<del></del>	<u>;</u>
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dicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the doingle, chest developed in the instructions	er, and standard	f Shat are mice	sing or not we		indicate the chapter(s), section(s), endor page(s) reviewed.	Portions of the domain, ch	sher, and stand	lard that are mi	ssing or not well	_
							developed in the instruction	rau isymperialis (il	rany):		
	Overall Rading +	•		;	•		Overalt Reling	+	1 2	<del>.</del>	

ALGEBRA II — ALGEBRA (A)	Title of Instructional Meterials:		Title of instructional Materials:
Arithmetic with Polynomiats and Rational Expressions (A-APR)		ALGEBRA II — ALGEBRA (A)  Arithmetic with Polynominia and Rational Expensaions (A-APR)	
Use polysomial identities to selve problems.	Summary and documentation of how the domain, cluster, and standard are uset. One examples from the metarials.	Rewrite rational expressions.	Summery and documentation of how the domain, cluster, and standard met. Cite examples from the insterials.
A-APR.6 (*) Know and apply the Binomial Theorem for the expension of $(x + y)^{n}$ in	Important Methernatical Ideas	AAPRS	important Mathematical ideas
overs of x and y for a positive integer n, where x and y are any numbers, ath coefficients determined for example by Pascal's Triangle.!	1 2 3 / 4 \	Rewrite simple misonel expressions in different forms; write $a(x)b(x)$ in the form $q(x) + r(x)b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with fedgrees of $r(x)$ less than the degree of $b(x)$ , using imposition, long defailon, or	1 2 5
	Skills and Procedures	for the more complicated examples, a computer algebra system.	
(mad:	1 2 3 4	Nation Limited and quantities decreased in .	Slotte and Procedures
0000		Not addressed	
	Mathematical Relationships	Not adolessed	Methemetical Relationships
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icate the chapter(s), section(s), and/or page(s) reviewed.		trificate the chapter(s), section(s), and/or page(s) reviewed.	
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Ti EBRA II — ALGEBRA (A) Matic with Polymomials and Rational Expressions (A-APR)	tile of Instructional Materials:	ALGEBRA II — ALGEBRA (A)	itle of Instructional Materials:
with cational expressions.	Summary and documentation of how the donesis, chaster, and attended are not. Gits examples from the materials.	Create equations (A-GED)  Create equations that describe numbers or relationships.	Summery and documentation of how the domain, chester, and standard a
PR.7	Important Mathematical Meas	A-CED.1	met. Cits examples from the materials.
Understand that retional expressions form a system analogous to the onel numbers, closed under addition, subtraction, multiplication, and	1 2 / 3 4	Create equations and inequalities in one variable and use there to solve problems. Include equations arising from linear and quadratic functions, and	Important Methematical Ideas
on by a nonzero retional expression; add, subtract, multiply, and divide net expressions.		semple retional and exponential functions.*  Note: Equations using all autobiologies of expressions, including alongle sold functions.	
transmission of the state of th	Side and Procedures		Skille and Procedures
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explicitly state it to	Summery / Justification / Evidence	the section made more	Summery / Juniffication / Evidence
cate the chapter(s), second-left), and he page(s) reviewed.		***************************************	problems like #37
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The Charles A. Dans Conter

Reviewed By:

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tapresent constraints by equations or inequalities, and by systams of quations and/or mequalities, and interpret solutions an viable or non-visible pilons in a modeling context. For example, represent enqualities describe utrational and cost constraints on combinations of different foods.	1	1	1	3	•
de: Equations using all available types of expressions, traveling sleeple real functions.	Skills and Procedures	++	2	3	
	Mathematical Relationship	+ +	2	3	<del> </del> +
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ubicabo Seo chapter(s), essticnis), andice page(s) serieved.	Portions of the domain, developed in the instruc	chuster, and si tional materia	ienderd that en ie (if any):	missing or a	ot wall
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Charles A. Davis Center					32
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gebra 8 — Algebra (A)	Title of instructional Mater				
GEBRA 8 — ALGEBRA (A) sconling with Equations and inequalities (A-REI) identical solving equations as a process of reasoning and explain	Title of Instructional Mater	tation of how t	he domain, che	ster, and state	sard are
GEBRA 8 — ALGEBRA (A) seening with Equations and inequalities (A-REI) identized solving equations as a process of resenting and explain a resenting. REI.2 due single rational and radiosi equations in one variable, and give amples showing how extraneous solutions may arise.	Title of instructional Mater	tation of how to the materials.	he domain, chr	stor, and stan	
GEBRA 8 — ALGEBRA (A) seening with Equations and inequalities (A-REI) identized solving equations as a process of resenting and explain a resenting. REI.2 due single rational and radiosi equations in one variable, and give amples showing how extraneous solutions may arise.	Title of instructional Mater Surrenery and document met. Gite examples from	tation of how to the materials.	-		
GEBRA 8 — ALGEBRA (A) seconding with Equations and inequalities (A-REI) internated solving equations as a process of reasoning and explain a reasoning. REI 2  able eatigle rational and radiosi equations in one variable, and give amplies showing how extraneous solutions may arise.	Title of Instructional Mater  Burrenery and document met. Cite examples from  Important Mathematical Ide	tation of how the materials.		3	
GEBRA 8 — ALGEBRA (A) secosing with Equations and inequalities (A-REI) relevationd solving equations as a process of reasoning and explain a reasoning.  AREL 2  AREL	Title of Instructional Mater  Burrenery and document met. Cite examples from important Mathematical Ide  Skills and Procedures	tation of how the materials.	2	3	
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ALGEBRA II — ALGEBRA (A) Creating Equations (A-CED)

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The Cherics A. Dana Center

Title of Instructional Materials:

Summery and documentation of how the domain, cluster, and standard are met. Oth examples from the materials.

		1	ide of Instructional Materials:
	Title of Instructional Materials:	ALGEBRA II — ALGEBRA (A)	
ALGEBRA II — ALGEBRA (A)		Arithmetic with Polynomiels and Relicael Expressions (A-APR)	Summery and documentation of flow the dormin, chiefer, and standard a
Acithmetic with Pelynominis and Rational Expressions (A-APR)	Summery and documentation of how the domain, chaster, and standard are	Linderstand the relationship between zeros and factors of polynomials.	Summery and documentation of how the docume, chicken, and statuted a met. Cite examples from the materials.
Perform actifements expensations as polynomials.	met. Cite examples from the materials.	A-APR.2	Important Mathematical Ideas
AAPR1	Important Methematical Meas		
Understand that polynomials form a system malogous in the integers, namely, they are closed under the operations of addison, subtraction, and	1 (2/ 5 4)	Nation and apply the Pullimental (1994) by $x = a$ in $p(a)$ , so $p(a) = 0$ if and only if $(x = a)$ is a factor of $p(x)$ .	
multiplication; add, subtract, and multiply polynomials.		Good connection to a	Skills and Procedures
Text priors Laws of Exp	Shifts and Procedures 41 1 1 1	Good Connection 10 a	1 2 3
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nors not expend y say of	that it is like the	<u>ladicate</u> the chapter(s), section(s), and/or page(s) reviewed.	
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ALGEBRA II ALGEBRA (A) Arithmetic with Polymomists and Rational Expressions (A-APR)		Arithmetic with Polynomials and Rational Expressions (A-APR)	Businery and documentation of how the domain, chaster, and standard
Understand the reinforchip between zeros and factors of polyments	Summary and documentation of how the domain, cheeter, and standard are	Use polymental identifies to solve problems.	met. Cite examples from the materiels.
	met. Cite examples from the senteriols.	AAPRA	important Mathematical Ideas
AAPR3	Important Mathematical Math. 41	Preve polynomial identities and use these to describe numerical relationship. For example, the polynomial identity $(x^1+y^0)^2+(x^2-y^0)^2+(2xy)^2$ can be use	1 3
identify zeros of polynomiets when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the		to generate Pythagorean triples.	
Students create at(x)			Stude and Procedures
Students create at(x)	Skills and Pracedures	\ \ \ \ \ \ \	1 2 3
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indicate the chapter(s), section(s), and/or page(s) reviewed.		Indicate the chapter(a), section(a), and/or page(a) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well		Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):
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ALGEBRA I — AL AA(A)	Title of instructional Materials:	M	Title of Instructional Materials:
Resing Structure in Expressions (A-BSE)		ALGEBRA II ALGEBRA (A) Sooing Structure in Expressions (A-84E)	-
interpret the abructure of expressions.	Summery and documentation of how the domain, cluster, and standard are met. Cite examples from the senterials.	interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard as
A-88E-ia	Important Mathematical Ideas	A-606.1b	met. Cite examples from the materials.
<ol> <li>interpret expressions that represent a quentity in terms of its context.</li> <li>interpret parts of an expression, each as terms, factors, and</li> </ol>		1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas
Coefficients.  Note Prilynersel and research.		b. Interpret complicated appraisations by steading one or some of their	1 2 3
	Skills and Procedures	parts as a single entity. For example, interpret P(1+r)* as the produc of P and a factor not depending on P.	4
Nice display of the various base graphs.	1 2 3 2	Mate: Polymersal eng resensi.	Skills and Procedures
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GEBRA II ALGEBRA (A)	Title of Instructional Materials:	Т	itle of instructional Materials:
ing Structure in Expressions (A-SSE)		ALGEBRA II — ALGEBRA (A)	
terpret the structure of expressions.	Summery and documentation of how the domain, charter, and standard are	Socing Structure in Expressions (A-SSE)	
<b>**</b> 6.2	met. Cite examples from the metarists.	Write expressions in equivalent forms to solve problems.	Burnzery and documentation of how the domain, cluster, and standard are met. Gits examples from the meterials.
with structure of an expression to identify ways to rewrite it. For example, $a  x' - y'  ac  (x')' - (y')''$ , thus recognizing it as a difference of squares that	Important Methematical Mays	A-SEC-4	Important Mathematical Ideas
ti de lemines es (1, - h.)(2, + h.)	/ ' ' ' ' '	Durine the formule for the euco of a links geometric series (when the common ratio is not 1), and use the formule to solve problems. For exemple,	1 2 / 1
No. Profysionnel and salaring	Skills and Procedures	calculate mortgage payments.*	
N / / A	<del></del>	Students derive Tormulae	Skills and Procedures
		Students derive formulae for specific contexts, but	Louting and 1 1
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		briliante the chapter(s), section(s), and/or page(s) reviewed.	
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(hh)	ļ	1 -3	developed in the instructional materials (if any):
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	Tide of Instructional Materials:		Title of Instructional Materials:
GEBRA I NUMBER AND GLIANTITY (N)		ALGEBRA E NUMBER AND QUANTITY (N) The Complex Number System (N-CN)	
ne Complex Number System (N-CN)  erform arbitematic operations with complex numbers.	Summary and documentation of how the domain, charter, and standard are unit, the examples from the materials.	Lies complex numbers in polynomial identifies and equations.	Surrenery and documentation of how the domain, chester, and standard a met. Cite examples from the materials.
I-CH: $\hat{z}$ less the relation $\beta=-1$ and this carrier, interest, associative, and distributive	Important Mathematical Ideas 4.1	N-CH.7  Solve quadratic equations with rest coefficients that have complex colubi-	ne. Important Mathematical Ideas 41 1 2 3
Text explicitly 5 me	unicates this	Good derivation	State and Procedures
Text explicitly		of Quadratic Equ	1 2 3
via worbay 8 2 me	Talanian saccal Reletionships	( since they color - coded	Mathematical Relationships 4 1 2 3
Good.	Summary I Justification I Evidence	(since they color-called Vince chart of how to use the disconnect	Summary / Justification / Evidence
indicate the chapter(s), section(s), unifor page(s) reviewed.	Portions of the dosselfs, cheeter, and absorded that are missing or not well developed in the instructional materials (if any):	indicate the obligator(a), section(a), and/or page(a) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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he Charles A. Dana Cassor	15	The Charles A. Danis Center	
	Reviewed By: Title of Instructional Masserials:		Reviewed By:  Title of Instructional Materials:
LGEBRA II MUMBER AND QUANTITY (N) he Complex Number System (H-CN)		ALGEBRA II — NUMBER AND QUANTITY (N) The Complex Number System (N-CN)	
ise complex numbers in polynomial identities and equations.	Businery and documentation of how the documen, charter, and standard are not. One examples from the replacials.	Use ecopial numbers in polynomial identities and equations.	Surmery and documentation of how the domain, cluster, and standard a next. Gite examples from the materials.
N-CN.8 $(*)$ Extend polynomial identities to the complex numbers. For example, reserve $x^2+4$ as $(x+2)(x-2i)$ .	important Methamatical Lines   1   2   3   4	N-CH.S  (*) Knew the Fundamental Theorem of Algebra; show that it is true for quedratic polynomials.  (*) Personals with our coefficients.	Important Methemetical Ideas 4 1 2 3
X/A	States and Procedures 4 1 2 3 4		Stude and Procedures
Notaddressed	Mathematical Relationships	aly one example used to show that ene	Mathematical Relationships ++
		aboy FTA.	
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summery / Justification / Evidence	indicate the chapter(s), section(s), and/or page(s) reviewed.	Stammary / Juettification / Evidence
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	Overall Rating		Overall Rasing
		The Charles A Disso Charles	

andards for Mathematical Practice	•
andards for Mathematical Practice Attend to precision.	<u> </u>
removing. They state the minimize of the symbols they choose, in specifying units of measure, and labeling axes to clarify the corn expects amounted mass on with a degree of precision appropriate	to others. They try to use clear definitions in discension wits others and in their own necluding using the equal sign consistently and appropriately. They are energial about repondence with quantities in a problem. They calculate accurately and officently, of for the problem context. In the elementary grades, students give carefully formulated by here a learned to examine claims and make explicit use of definitions.
olicans the chapter(s), nextens(s), or paye(s) motored.	Portions of the nonthemotical practing that up, uniming or not well developed in the instructional motoricis (if no.):
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Charles A. Dans Center	
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ocumenting Alignment to the andards for Mathematical Practice	Title of Instructional Materials:
Look for and express regularity in repeated reasoning.	
maps notice when cavious $x > y + 1$ that they are repositing the sa- ps) any attention to the calculations of alope as they repeatedly class abstract the equation $(y - 2)(y - 1) = 3$ . Noticing the regularity in $(x - 1)(x^2 + x^2 + x + 1)$ might lead them to the general formula for	and, and look both for general methods and for shortents. Upper elementary students more calculations over and over again, and councinds they have a repenting decimed. By it whether points are on the lase through $(1,2)$ with shops 3, mixide school students might the way terms canced whose expansing $(x-1)(x+1)$ , $(x-1)(x+2+1)$ , $(x-1)(x+3+1)$ , and the same of a geometric sories. As they work to solve a problem, nonthemsticallying to the decide. They continually evaluate the meanumblement of their insermediate
odicoso din chapentifi, annimija), se pagoja) sustavad.	Portions of the medicantelest penalise that are relating or not well developed in the interactional materials (if any).

Reviewed By:	 
Title of Instructional Materials:	 

## Documenting Alignment to the Standards for Mathematical Practic

7. Look for and make use of structure.	
the same amount as seven and three mose, $\sigma$ is they may not a $7 \times 8$ equals the well amounthened $7 \times 5 + 7 \times 3$ , in preparate can see the 14 in $2 \times 7$ and the 9 as $2 + 7$ . They recognize the auxiliary lane for solving problems. They also our step back	pattern or structure. Young students, for ensample, might notice that three and seven norre in a collection of aboute according to how many sides the shapes have. Later, staticusts will see use for hermal patous the distributive property. In the expression $x^2 + 9x + 14$ , older students are significance of an existing line in a geometric figure and can use the strategy of done say as for an overview and shift perspective. They can use complicated things, such as some algebraic all objects. For example, they can see $5 - 3(x - y)^2$ as 5 massa a positive number times a square $x$ any seel numbers $x$ and $y$ .
relicate the chapter(s), socileate), or payels series	Previous of the numbers asked procedus that are unlesing or next well developed in the instructional masserials (of any):
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### ALGEBRA E - NUMBER AND QUANTITY (N)

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Perform artifumetic operations with complex numbers.	Summery and documentations. Cite examples from the	on of how to materials	he domein, ciu	ster, and standard an
N-CNL1				
Know there is a complex number I such that I' = -1, and every complex	Important Mathematical Ideas	+	- +	<del>/+</del>
sumber has the form a + & with a and b real.		ı	2	3 / 4
				/
	Skills and Procedures	. 1		. / .
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	Mathematical Relationships	++		<del></del>
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	Summery / Justification / Ev	ridence		
indicate the chapter(s), section(s), and/or page(s) reviewed.				
	Portions of the domain, chis	une and an	reduced thest are	missing or not well
, ; <i>i</i>	developed in the instruction	al material	(if any):	
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	Overall Rating	_		<del></del>
	<b>-</b>	<del></del>	$\overline{}$	<del>+/+-</del> ,
				1 1 4 /

The Charles A. Datas Center

Reason abstractly and quantitatively.	
on problems an obving quantitative relationships: the shiftsy the representing symbols as if they have a late of their own, we would hence the manipulation measures as order to probe into	and their relationships in problem situations. They bring two complementary abilities to bear to deconstructure.—To abstract a given situation and represent it symbolically and resemplate without monasculy streaking to their referents—and the ability to constantanian, to pusses as the referents for the symbolic involved. Quantitative meaning estate behins of consisting a the units involved; attending to the miniming of quantities, and just how to compute them, and and objects.
ulicans din diagram(s), escrine(s), er page(s) seriemed.	Parties of the medium of all parties that an enhance or not will developed in the just rectional motoriely (if my):
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Charles A. Duna Center	Reviewed By:
ocumenting Alignment to the	Reviewed By:  Tide of Instructional Materials:
ocumenting Alignment to the andards for Mathematical Practice  Model with mathematics.	
ocumenting Alignment to the andards for Mathematical Practice  Model with mathematics.  Mathematically proficient stedants can apply the mathematic pades, her stight he as simple as writing as addition equation in a natival event or analysis a public in in the community, to describe how one quantity of interest depeads on mother examples and approximations to simplify a complicated of examples and approximations to simplify a complicated.	Tick of Instructional Masterials:  ca they know to solve problems arising in everyday life, society, and the workplace. In early one to describe a situation, in middle grades, a standard might apply personational summing to By high school, a standard might me generately to solve a design problem or one a function Rathementically proficient standards who can apply what they know are constructed making situation, scalaring that these may seed no since here. They are able to identify sepondant a using such tools as diagrams, two-easy tables, graphs, flow-harts and formeds. They can insee the graphs graphs interpret their stathematical results in the context of the situations and
ocumenting Alignment to the andurds for Mathematical Practice.  Model with mathematics.  Mathematically proficient students can apply the mathematic pades, the night he in simple as writing as addition equal plan a school event or analysis a publices in the community, to describe how one quantity of interest depeads on another examples and approximations to simplify a complicated a quantities in a practical situation and map their relationships mathematically to draw compliants and respectively and marks or their relationships mathematically to draw compliants.	Tick of Instructional Masterials:  ca they know to solve problems arising in everyday life, society, and the workplace. In early one to describe a situation, in middle grades, a standard might apply personational summing to By high school, a standard might me generately to solve a design problem or one a function Rathementically proficient standards who can apply what they know are constructed making situation, scalaring that these may seed no since here. They are able to identify sepondant a using such tools as diagrams, two-easy tables, graphs, flow-harts and formeds. They can insee the graphs graphs interpret their stathematical results in the context of the situations and

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Tirle of instructional Materials:	

### Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and we stand assumptions, definitions, and previously established seasils in constructing agraments. They make conjuctures and build a logical progression of statements to explore the trath of their conjuctures. They are able to analyze students by brooking them into cases, and can recognize and one countermanapher. They justify their conclusions, consumence them to others, and anguate to the expanses of others. They reason inductively about data, making plannible arguments that take into account the to others, and appoint to the arguments of others. They reason inductively about data, making plannible arguments that take into account the total from the data data of the company of the other arguments that take into account the construct from which the data around the standard of their is a flaw in an argument—explain what it is. Elementary students can construct arguments using convene referents such as objects, deavings, and actions. Such arguments can make mome and be correct, even though they are not generalized or small forcast such as objects, deavings, students and actions for a general construction of excellent or small recognization or small construction of explored and states grades. Each students have to deservoire domains to which an argument applies. Students at all grades can instens or read the arguments of others, decide whether they make atmosphere, and such useful questions to clarify or improve the arguments.

Partians of the aechmented practice that are missing or not well developed in the nativesteened massinh (if any):

Summery/Justification/Estébases

Creatification/Estébases

Creatification/Estébases

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Reviewed By:	
Tide of Instructional Materials:	

### Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include passet, concrete models, a releast, a potentiator, a calculator, a specialism, a computer algebra system, a statistical package, or dynamic geometry, porthware, Proficient students was afficiently feating appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, accognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analysis graphs of functions and contained greatment using a graphing calculation. For example, mathematically proficient light school students analysis graphs of functions and contained models, they know that technology can emable them to visualization accusing of unying assumptions, explore consequences, and compute proficions with these. Mathematically proficient students at vertices grade levels are able to identify relevant external mathematical resources, each as depaid content learned on a website, and one them to pose or solve problems. They are able to use technological tools to explore and deeper their understanding of computer.

Sudicute the chapter(s), excitants), or page(s) sestamed

Protess of the mathematical process that are salesting or not well developed in the instructional supervise (if any):

Annual of Statement Statement



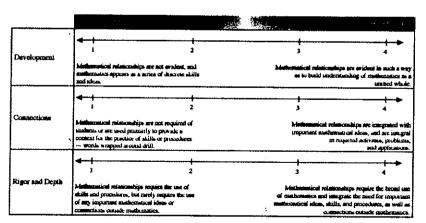
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### Important Mathematical Ideas: Understanding the scoring

	** * * **	7.30	Section 1	
	<b>4</b>	2	3	+
Development	important methomologi (does are alliaded to sumply or see having, approached primarily from a shall level, or provided for standard outside any consent.		context of real-world ex-	electronical school are evident regard, and emerge within the employ, unteresting problems to, or student investigations
	1 2		3	+
Connections	Important mathematical ideas are developed independently of each other (i.e., the) are decrease, undependent ideas).		expending and o mathematical sit	tocal ideas are developed by unnexting to other impurted cas in such a way as to busis bestation as a startied whole
	4			
Rigor and Depth	Insportant methodssical ideast me applied in nothine problems or in using formulated protochets, and are extended in separate ' optional profices.		ezinadesi in novet si oustest, reguisto	4 mathemi ideas are applied mad tutations or embedded in the g life extension of important transcell ideas and the use of the tuple approxima-

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### Mathematical Relationships: Understanding the scoring



Skills and Procedures: Understanding the scoring

	1+30 + 1		والمراجع والمراجع
	1 2	3	<b>+</b>
Development	Skills and procedures are the primary focus, are developed without conceptual understanding, and are loasely connected to important mathematical idea. — important numbernatical sides are adjust.	مرب جلامين	procedures are integrated with superior time sides and are previously as imported in applying and incharactering impulsa- menticipated sides
	4-1	3	
Connections	Skills and procedures are treated as discrete skills racely connected to imput use mathematical ideas or other skills and procedures.		Shifts and procedures are unequestion with—and connectedly connected to— important mathematical takes and other shifts and procedures
	+		
Rigor and Depth	Stalls and procedures are practiced wishout conceptual understanding ontaids any casest, do not require the use of important subhermatol idnos, and are promarily practiced to not exercises and do til		Statis and procedures are original to phication and waderstanding of important mathematical aleas, and are controlled in problem attrastors

The Charles A. Daus Costor

	Reviewed By:	
Documenting Alignment to the	Title of Instructional Materials:	
Standards for Mathematical Practice		

1. Make sense of problems and persevere in solving them.

Mathematically professed students start by explaining to theirendives the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjunters about the form and meaning of the solution and plan a relation pathway rather than simply jointed in the conjuntership and the solution and problem. They consider make goals goals dress and simpler forms of the original problem in order to gain insight toto its solution. They monitor and evaluate their properts and change counse if secretary. Utder students might, depending on the noticest of the problem, transform algorithm expressions or clampe the viewing wiselow on their graphing calculator to get the information they ment. Mathematically professes intended to me acplain correspondences between equations, writed descriptions, tables, angles or draw desgrams of important features and relationships, graph date, and near-for regulatorly or transf. Younger students only to go ming concrete objects or pictures to help consciously and relative to problem. Mathematically professed at tuber to calculate the protection of their stones of orders to solven problems and stendily correspondences between different approaches.

indicate the shapes(s), assistable, or pugal) teriorial.

Proteins of the methodological protein that are existing or not well developed in the instructional maserials (if any):

The Charles A. Data Center

The Charles A. Dana Center

6

Union otherwise noted, all staff listed here are affiliated with the Dune Conter.

### Project director

Learnin Gordonia, discontar of programs and product development. Seen Zagrami, assists advisor

Developers and facilitators Puni Heidwolf, amine program accollenter for landarship Lautis Gariani, dissette of program and product developm Tom McVey, professional development team had See, Zagrossi, senior advasor

We grandally enhancings the more than 100 sphool districts and thousands of educators who have informed the development of these

### Editorial and production staff

Cam Hopkine, proofession Backel Jankims, countring office Trues Mat Very, professional developms and print production mercupar Phil Swann, senior designer

The Charles A. Dana Center

### Introduction

Studying the Standards Phase !:

### Narrowing the Field of Instructional Materials

### Amouning Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Council Alignment in to descount the dogue to which the metarials are aligned to the standards (contest and processes). In Plane 3, participants conduct as in-depth parism of the 2-3 instructional contested actioned in Plane 2. The Plane 3 process acquires relaction committee members to use set criteria in order to determine a rating for each sample, to one examples to justify their score for each sample, and to document standards that are musing or not well-developed in the instructional materials encounced.

As a whole gotty, solution committee stembers should practice applying the Photo 3 rubble. The purpose of the whole group practice is to promote inter-inter-reliability and calibration.

In Phase 3 It is not important to analyze every page, naction, or chapter of a resource. It is important to identify an ann, topic, or hig iden for the deep consent analysis of Phone 3 (e.g. development of equivalent fractions, addition of whole numbers, dovelopment of proportionality...). The identified area, topic, or bug ides will be used for all the instructional contarials considered in Phane 3. The area, topic, or big idea can be a monotone was a special through the use of student achievement data, corried an priorities/clothinges, or ideas that typically make up a greater portion of ideas through the use of student achievement data, corried an priorities/clothinges, or ideas that typically make up a greater portion of instruction in pasticular grade levels courses. In most cases, Phase 3 will aboutly the one measure that is best abgued.

### Step by Step Internations

- Use your current adoption to practice using the Phone 3 rabets. Select one hig iden to focus your easilysis (see note above for selecting the area, tonic, or hig idea).
- independently, committee members use their current resource, the identified hig idea (and associated pages in that seconds), and the Phase 3 rather to more and document the extent to which the material (content and processes) aligns to the standards.
- 3. Le sand gauge, committee members share their scoring and justifications. Small groups come to consomm on from the current resource would accord on this big idea.
- Each small group shares with the large group their acore. Repent the consumers building to generate a large group acces on this big idea.
- Clacify any missaderstandings about how to apply the releic before concritine members begin to use Plane 3 rabric on the selected

Table of contents	-
lanodaction.	
Scoring Rubric and Documentation Forms.	
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Contest	1

The Charles A. Danis Grotto

- Based on the size of the selection committee, desermine the number of areas, topics, or hig ideas to be examined for each grade country. If the group size is large, more usess, topics, big ideas can be examined within each grade level course.
- Make sure committee members have multiple copies of the Phone 3 rebrie.
- Committee members apply the Pheer 3 ruleic for each of the meterials.
- Establish a time line for groups to complete and submit Plane 3 documentation.
- Smahlish a data collection and analysis process to stain a rating for each sonorce.

### Managiah and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional sesource
- The 2 to 4 instructional nationals selected in Phys. 2

Assessing Vertical Alignment of Instructional Materials Phone &c

## Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

traditional Pathway for High School: Alaebra I



### instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathe

more knowledgeable about the Common Core State Standards for Mathematics to you can select instructional materials align

This resource can also be tood with the Dana Coater's larges 4-phone Instructional Materials Analysis and Belocition technic. Please 1: Studying the Studying Analysis (Please 1: Studying the Studying S akgresses of marcotional materials to indicas a dendered Sunday for Most

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Alg. II Glencoe- McGan Hill

## instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

Summary Evaluation: Vonggod Visuals of explanations overall. Every fext will have flows: this text's major flow Aproject of for Students. Otherwise the application problems
The Indiana Education Roundtable, The Indiana Department of Education, application problems
and
The Charles A. Dana Center at The University of Texas at Austin

2010-2011

### About the development of this resource

Thus took, Instructional Identicials Analysis and Scientian: Assessing Content Alignment to the Common Core State Standards for Identerments, draws on the Data Canter's nearly 20 years of superionce as strongthening education and has been used extensively in Tenne and, increasingly, other mass, to help local school destricts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis is

This remester scenaries of a set of 15 individual grade-level / source documents that space kindargactus through the third year of high achool methodation. There is a document for such grade from kindargactus through 0, and an document for high achool methodation (one such for the three courses in the traditional high school pathway Algebra 1, Geometry, Algebra 11, and one such for the three courses in the insegrated high school pathway Mathematics 1, Mathematics 11, and nation [II]. At the sequent of versions states and other assistes, the Denn Cannet has populated this Jestractioned Admirinis Analysis and Soloction tool with oth from the Common Core State Standards for Mathametics for use by local districts in selecting instructional materials alagned with those standards.

Note that the copyright of the Common Care Shaw Standards for Maximumics in hald by the National Governors Americation Center for Best Practices and the Council of Charl State School Officers (collectively, NGA ContestCCSSO). This use of the CCSS for Mathematics as done under the CCSS Terms of Use, wraisable at www accessmanted organizations. Specifically, this work is done under the Terms of Use "man-exchange, no party from the United States and the "man-exchange, no party from income to copy, publish distribute, and display the Common Core State Standards for transcommencial purposes that support the Common Core State Standards indicated for the Common Core State Standards for the Common Core State Standards, go to us un ourselessed and the Common Core State Standards, go to us un ourselessed and the Common Core State Standards, go to us un ourselessed and the Common Core State Standards.

Ostober 2010 release.

We undcome your comments and suggestions for improvements places send to disso-trakep@utilets section off or the address in the copyright section above.

About the Charles A. Dana Center at The University of Yezas at Austin

The Dates Contex touchs to make student authorousest in K-16 mediannesies and animou, especially for historically underserved populations. We do no by providing direct service to exhaul districts and instantions of higher education, to local, state, and national education landers; and to assume a magnetic, and on organizations concerned with strengthening American advention.

The Conter was founded in 1991 at The Linearmity of Texas at Assetia. We easily out our work by supporting high standards and building system especity; collaborating with key state and actional organizations to address enterging invest, creating and delivering professional supports for educators and aducations leaders, and wrating and publishing education resources, including states supports. Our staff of more than 60 hos worked with decarries of about 90 warms to marriy 20 assess and with 90 percent of Texas's more than 1,000 school destricts. We are customated to assuring that the accident of where a claid amenda school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, one our homopage at www.abdamacenter.org. To access our measures (many of them free), are our sociatis index at www.nidmancenter.orpyproducts. And to learn more about our professional development—and sign up colline—go to WBW.ebfenecester.org/pd.

<sup>\*</sup> For the hash school source seque 000, 100 miliof on the Commun Care State Standards Mathematics Appendix A: Designing High School Mat Courses Based on the Common Corre State Standards, developed for the CCSS mitutive by Achieve, Inc., which convened and managed the Achieve Pathway

Reviewed By:	
110.10.000	

Title of Instructional Materials: Glencoe Common Core Alsebra Z

## Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

Thru the miltiple excepts and guided practice, students are shown a pattern that encourages persuaerie and Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	<u></u>
,	
Title of Instructional Materials	

## 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Then the H.O.T problems (Hybronder Thinky) it each section, students are given apportunities to engage in multiple situations where these Reasoning skills are required



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

Then the examples and practice problems, especially the H.U.T. problems, students are repeatedly asked to explain and justify their own reasoning

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

solden are students engaged in error analysis or asked to critique the reason of others



Reviewed By:	· * 1	
,		
Title of Instructional Materials		

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

There are Lub and Technology experies throughout the text that enjoy strouts in this process

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Interpretty results in Context did not seem to be a well developed theme



Reviewed By:	
,	
Title of Instructional Materials:	

## 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

In the problem lets, students are siven questions that ask for multiple representations that serve as a model for students to follow as they examine problems indipendently. Technology labs assist with deepening mederstanding of concepts

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

The idea of students using appropriate took strategically on trainoun is not well developed.



Reviewed By:	 
,	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence
The fext does a fairly good Job of engaging
Students to attend to precision Thron the
use of the H.U.T. publicus

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

Structs are spiratically given kints and tips to lock for petterns in the side margins and thru technology labs.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

There is not much investigation. Patterns are generally noted in the text w/o relating to any frame of referrice for the student



Reviewed By:	 
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

Summary/Justification/Evidence

students are engaged in noticing regularity in property reasoning in the H.O.T. problems.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

I didn't notice any particular attention given encouraging students to evaluate reasonableness of intermediate results

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

## ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, met. Cite examples from the materials.	cluster, and standard are
N-CN.8	In a start Mathematical Ideas	
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .	Important Mathematical Ideas	3 4
Note: Polynomials with real coefficients.		
	Skills and Procedures	3 4
	,	,
	Mathematical Relationships	3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  I could not find an examp when factory is show lived	ole like this
Chapter 5,6	Portions of the domain, cluster, and standard that developed in the instructional materials (if any):  I did not find this st	
	text of factoring	
	Overall Rating	3 4

Reviewed By:	
Title of Instructional Materials	

## ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
N-CN.9					
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical Ideas	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures	<del></del>		*	<del></del>
		1	2	3	4
	Mathematical Relationships	<del></del>		<del></del>	<b>→</b>
		1	2	3	4
	Summary / Justification / Ex	vidence o be dev	elopul ade,	quately	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chil	Portions of the domain, clus developed in the instruction			e missing or no	ot well
	Overall Rating				
	Overall Nathly	1	2	3	4

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### ALGEBRA II - FUNCTIONS (F)

**Building Functions (F-BF)** 

Summary and documentation of how the domain, cluster, and standard are Build a function that models a relationship between two quantities. met. Cite examples from the materials. F-BF.1b Important Mathematical Ideas 1. Write a function that describes a relationship between two quantities.\* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and Skills and Procedures relate these functions to the model. Note: Include all types of functions studied. Mathematical Relationships Summary / Justification / Evidence developed adequately and extended to Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch.7, Ch. 8 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

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Title o	of Instructional	Materials:	
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## ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		lomain, cluste	r, and standa	rd are
F-BF.3  Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas	1	2	1 × 3	4
the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	<del>×  </del> 3	4
	Mathematical Relationships	1	2	3	<del>×  </del> 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  pelated well to previous material and diveloped well  from function type to function type. Related well  to real-world examples				
Ch. 5,6,7,8	Portions of the domain, clus developed in the instruction missing the idea of	ster, and stand nal materials (if	any):	1000	well
	Overall Rating	1	2	3	4

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## ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
<ul> <li>F-BF.4a</li> <li>Find inverse functions.</li> <li>a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) = 2 x³ or f(x) = (x+1)/(x-1) for x ≠ 1.</li> <li>Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.</li> </ul>	Important Mathematical Ideas Skills and Procedures	1	2	3	<del>X</del> <del>1</del> 4
·	Summary / Justification / Ex The parts included as assess modern	idence	2 rodelled, Rp	3 we sented, as	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clude developed in the instruction ratural functions	ster, and sta	undard that are	missing or no	
	Overall Rating	<b>←</b>   1	2	1 × 3	<b>→</b> 4

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## ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation met. Cite examples from the		ne domain, clu	ster, and stand	dard are
F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	2	3	4
Note: Logarithms as solutions for exponentials.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	<del>X</del>   3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Briefly mentrined well at all. A good and technology ho	thru on I discuss			
Ch-8	Portions of the domain, cludeveloped in the instruction  not well developed expression the solve	nal materials	eativety	the idea	
	Overall Rating	<del>(  </del> 1	1 /	3	4

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## ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
N-CN.1 Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	Important Mathematical Ideas  1 2 3	4		
	Skills and Procedures  1 2 3	1 4		
	Mathematical Relationships  1 2 3	× 1		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Students are led then formal definion. I  related by "Then, Now, why "et besinning of the	t is		
Sect 5.4	Portions of the domain, cluster, and standard that are missing developed in the instructional materials (if any):	or not well		
	Overall Rating  1 2 3	4		

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## ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation met. Cite examples from the			ster, and stand	lard are
N-CN.2	land of Markhamarkinal Lida				
Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical Ideas	1	2	3	4
Note: $i^2$ as highest power of $i$ .					
	Skills and Procedures	+			<del></del>
		1	2	3	4
	Mathematical Relationships	<del></del>			<b>→</b>
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex many examples a- along with explainant to real-world	vidence nd guide from and	practice relatoble	problems	
Sect 5.4	Portions of the domain, clus developed in the instruction	ster, and st	andard that are	missing or no	ot well
	Overall Rating	<del></del>	2	<del>-   X</del>	

Title of Instructional Materials:

## ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentati met. Cite examples from th		e domain, clu	ster, and stand	dard are
N-CN.7  Solve quadratic equations with real coefficients that have complex solutions.  Note: Polynomials with real coefficients.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del>\ 4</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence  / previous	lessons	ad to two	#d
Sections 5.5, 5.6	Portions of the domain, clu developed in the instructio			e missing or no	ot well
	Overall Rating	1	2	1 1/3	<del></del>